Increasing participation: understanding young people who do not participate in education or training

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30 June 2009

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Introduction

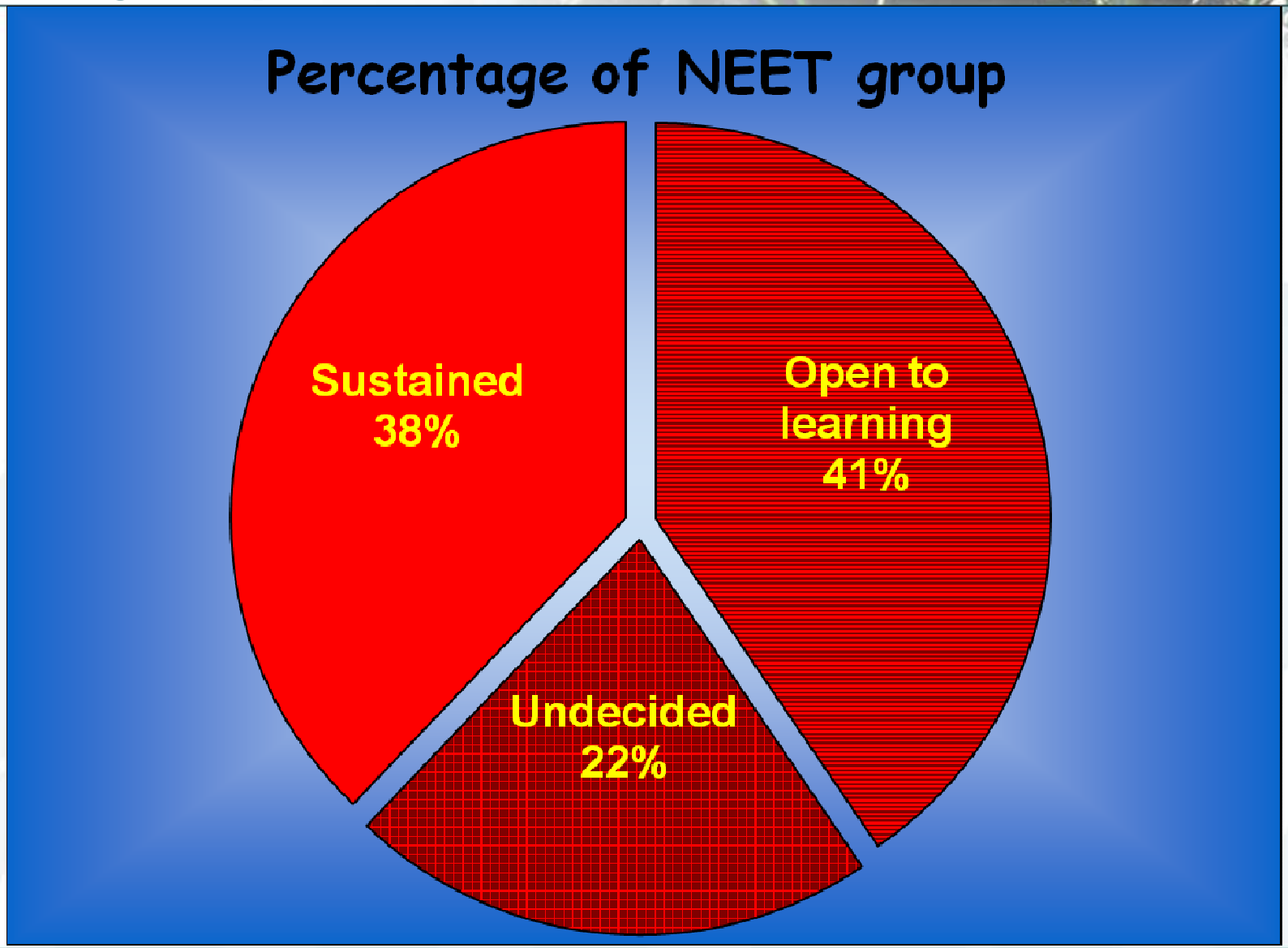
Aim to enhance understanding of young people, who are NEET or in JWT in light of Raising Participation Age policy through:

- quantifying the segments of young people aged 16 and 17 categorised as being NEET or in JWT
- exploring the reasons why young people in these segments do not participate and the strategies and support required to help them to do so
- examining how those currently NEET or in JWT would respond to being compelled to participate

Research methods

- Latent class analysis of Youth Cohort Study (YCS) data to segment young people who are NEET.
  - 1,637 individuals
  - Left school in 2001 or 2003
- Qualitative interviews with 40 young people who are NEET or had been previously and were now re-engaged, and 39 professionals.

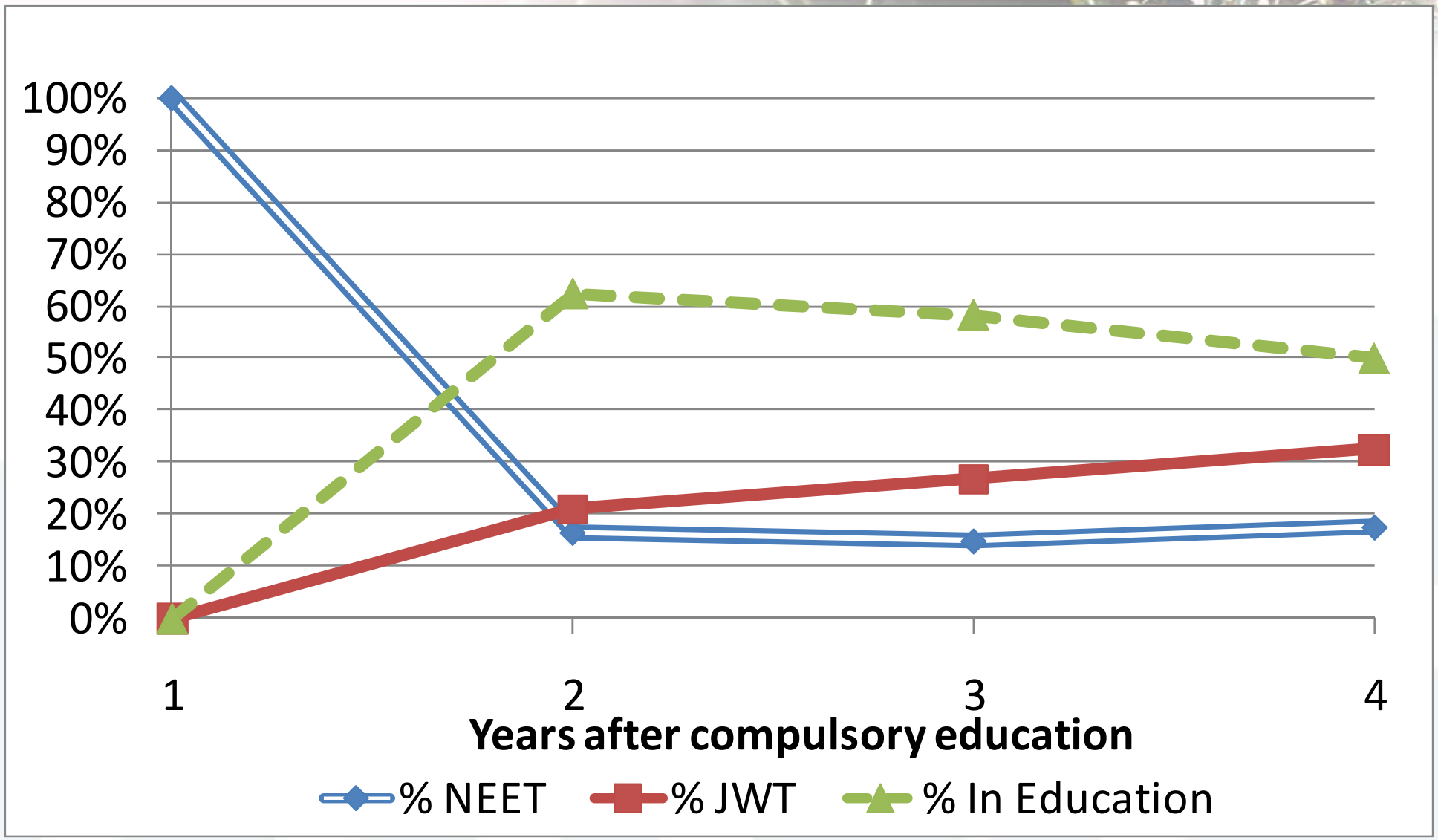
Segmentation of the NEET group



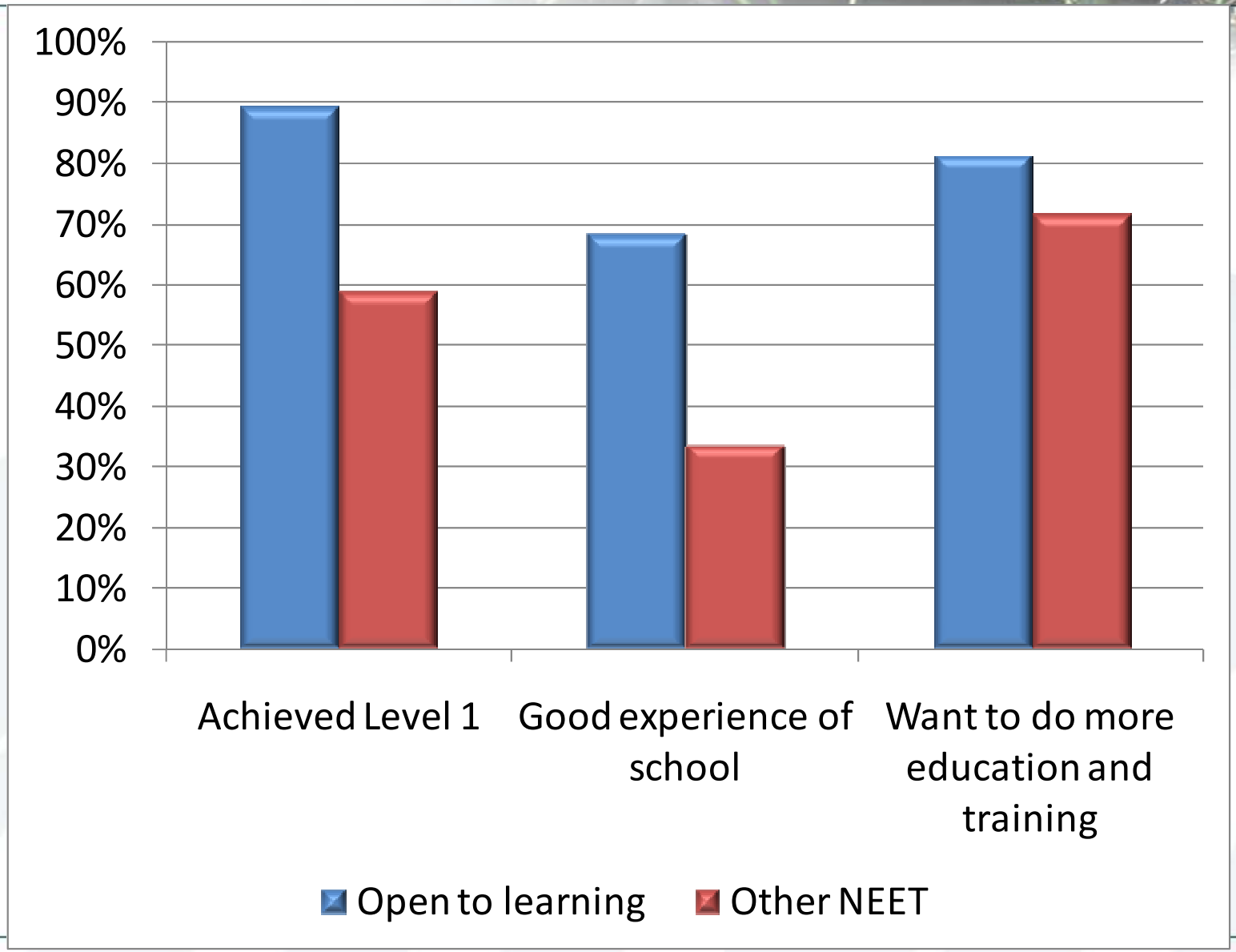
Open to learning and NEET

- Highest attainment of the NEET segments
- Tended to have started and dropped-out of post-16 education and training
- Positive about school experience and likely to re-engage in the short-term
- Optimistic for the future and had a plan

Open to learning – Future Activity



Open to learning – Further information



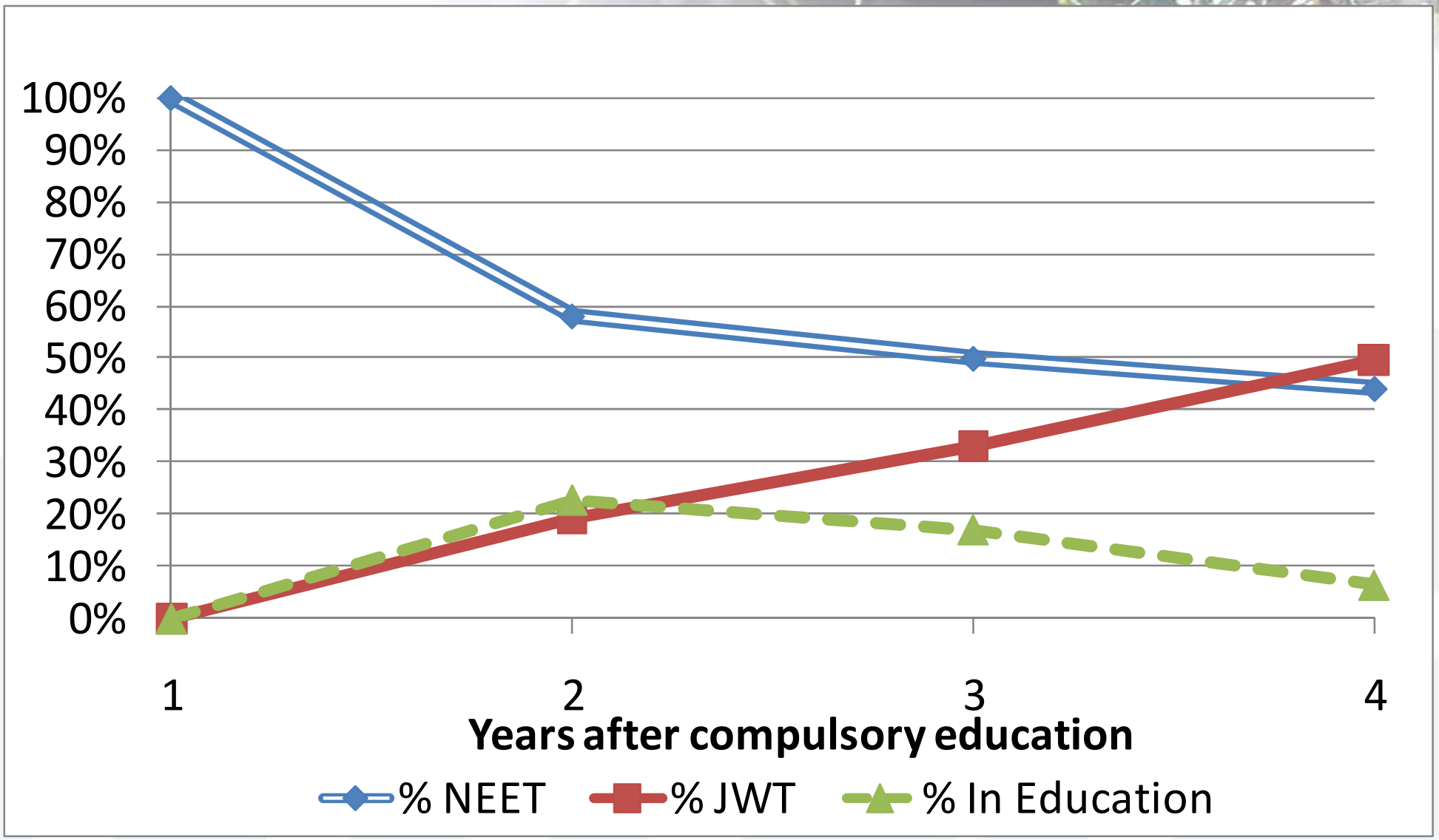
Case study: Open-to-learning and NEET

Abbie finished school with seven GCSEs at grades A*−C. She decided to stay on at school to undertake a BTEC National Diploma in childcare because one of her teachers recommended it. After being on the course for five months, Abbie left as she realised it was not right for her. She realised this through the work experience component of the course and she also stated that she had found out childcare was not well paid. At this point, it was too late to start another course and she, therefore, ended up being NEET. She wanted to go to college to undertake a one-year legal secretary course the following September.

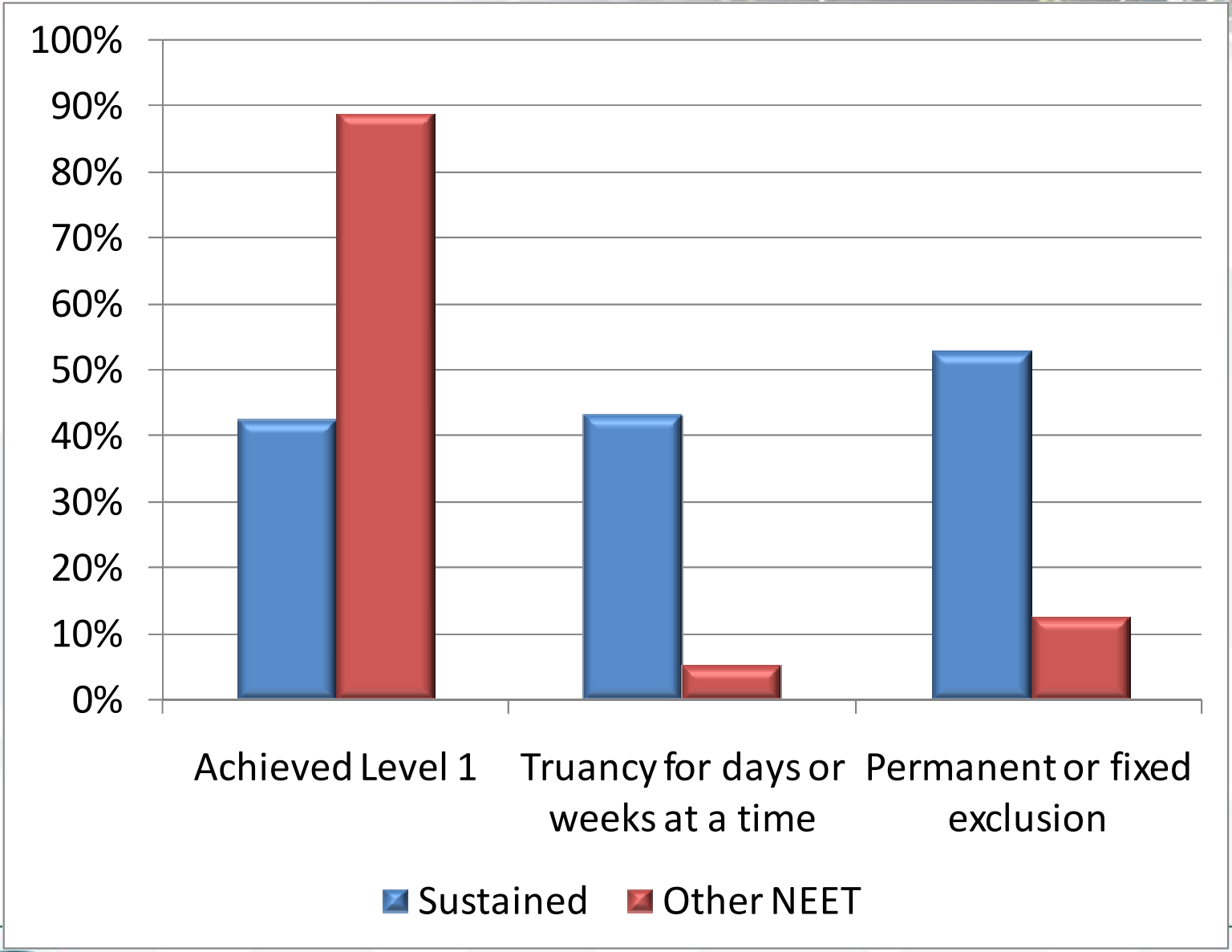
Sustained NEET

- Complex needs
- Parental unemployment
- Very low attainment
- Negative experiences of school
- Missed out on careers advice
- Many barriers to participating

Sustained NEET - Future Activity



Sustained NEET - Further Information



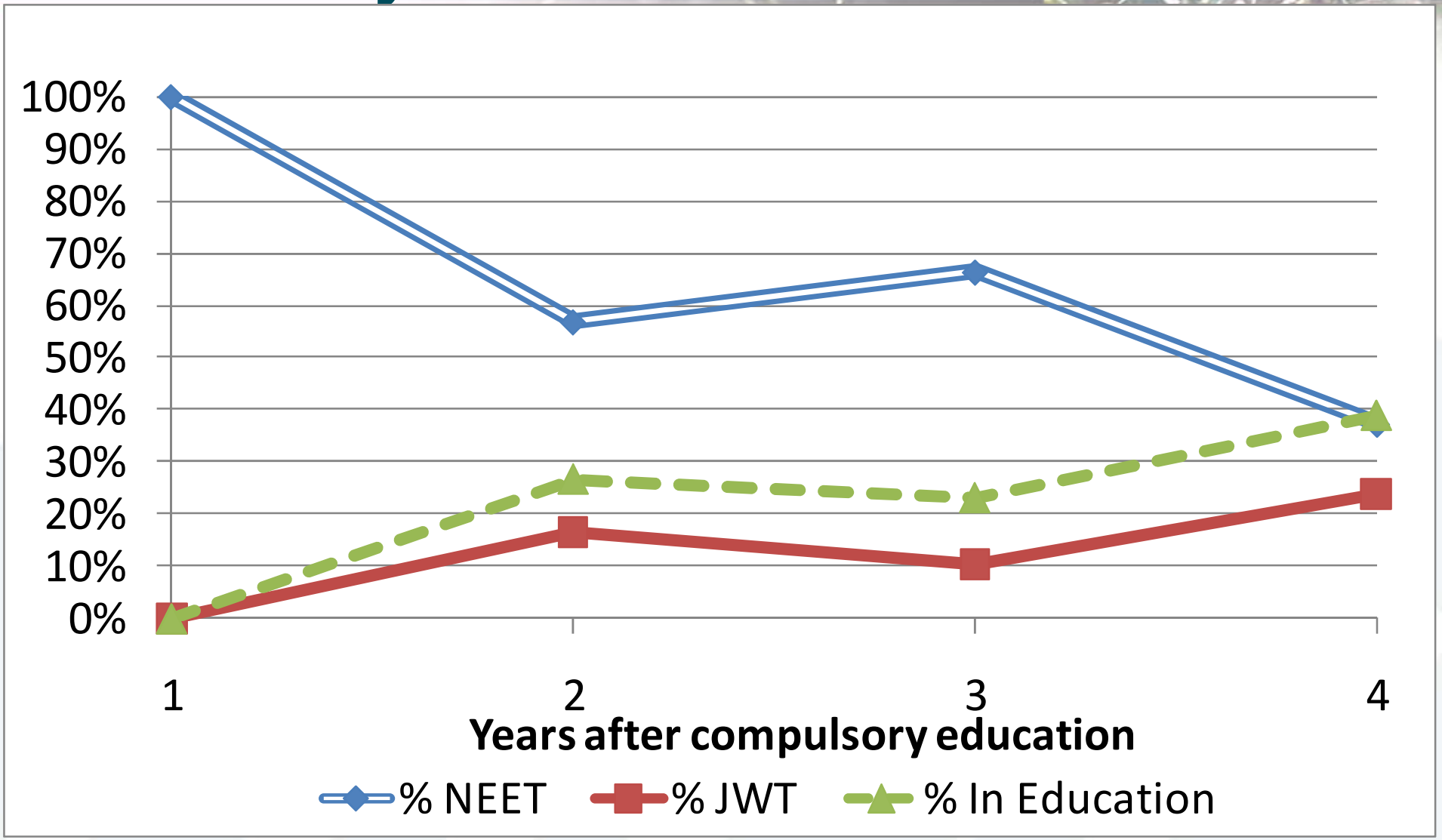
Case study: Sustained NEET

Ben found school difficult and the work stressful. He used to get angry with other students and teachers and was asked to leave school two months before he sat his GCSEs and did not achieve any qualifications. Since he left school, Ben has not undertaken any employment or training. He was not interested in any form of learning and had refused a place on an E2E course as his friends had told him it involved a great deal of writing. He also did not want to go to college as he assumed it would be the same as school. He did not *'feel ready'* to work and now spent most of his time '*just hanging around*' with his unemployed friends and family members.

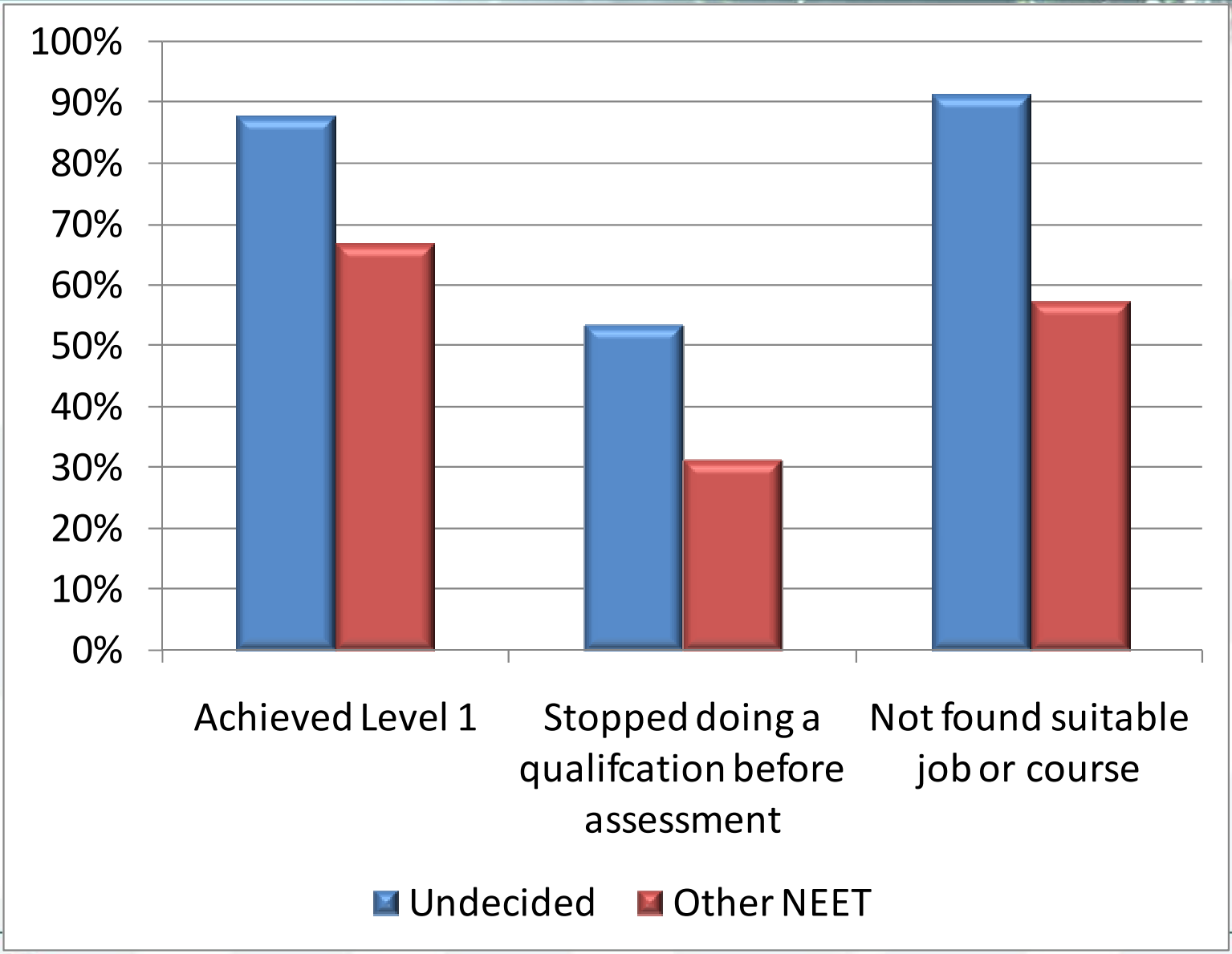
Undecided NEETs

- Most achieved at least Level 1 at school
- But generally view school negatively
- Dissatisfied with what is on offer
- Lack resilience to overcome obstacles – drop out instead
- Lack skills to make choices and plan for future

Undecided NEETs – Future Activity



Undecided NEETs – Further Information



Case study: Undecided NEET

Kevin left school having achieved seven GCSEs at grades D-G. While still at school he thought he wanted to do an apprenticeship – he considered doing a roofing apprenticeship, but changed his mind once he discovered he was scared of heights. He started an E2E course at college to help him make up his mind, but dropped out of it because he could not see the point of it. After that, he started a course at college in bricklaying but left after only three days – because he could not afford the bus. He also thought the college course '*seemed rubbish anyway*'. Now he wanted to find a job or go back to college, although he was not sure exactly what course he really wanted to do.

Conclusions

- NEETs/JWTs not a homogenous group
- Need for different/varied policy solutions
  - Better information and guidance
  - Flexible provision
  - Work-based routes to learning